**K-5 Math Lesson Plan**

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| **Teacher:** | | | **Grade: K** | | | **Date(s)**: Day 11 |
| **Unit Title:** Let’s go on a scavenger hunt! | | | | **Corresponding Unit Task:** Task 2 | | |
| **Essential Question(s):**   |  | | --- | | What does a number represent?  Why do we use numerals?  How are numbers arranged?  What are some ways we can find out how many objects are in a group? | | | | | | | |
| **Materials/Resources** | | | | **Essential Vocabulary** | | |
| **Teacher:**  -CDs  -IWB (interactive white board)  -Large number cards 0-10 | | **Student:**  -Math journals  -Pencils  -Manipulatives for stations  -White boards  -Dry erase markers | | | **Count, number, how many** | |
| **Learning Experience** | | | | | | |
| **8 Mathematical Practices:**  1. Make sense of problems and persevere in solving them.  2. Reason abstractly and quantitatively.  3. Construct viable arguments and critique the reasoning of others.  4. Model with mathematics.  5. Use appropriate tools strategically.  6. Attend to precision.  7. Look for and make use of structure.  8. Look for and express regularity in repeated reasoning. | **Common Core State Standards:**  **K.CC.1**  **K.CC.3** | | | | | |
| **I Can Statement(s):**  -I can count to 30.  -I can count sets of objects.  -I can write numerals to 20 to match a given set of objects. | | | | | |
| **Activating Strategy/Hook:** (How will students become cognitively engaged and focused?)  -Sing numeral writing songs from Jack Hartmann’s ‘Math in Motion’ or Dr. Jean’s ‘Totally Math’ CD and practice writing the numerals in the air. (Display large numeral cards to 10 at the front of the room so students have a visual). | | | | | |
| **Teacher Directed:**  -Model writing 0-5 using IWB or dry erase board. | | | | | |
| **Guided Practice:**  -Give students individual white boards, and call out a number (0-5). Have a student volunteer come to the board and point out the number you’ve called, then have students write the number on their white boards. When students have finished, have them hold up their board, facing the teacher, for teachers to check their work. | | | | | |
| **Independent Practice:**  -In math journals, have students practice writing numbers 0-5.  -Students will go to number creation math stations: students will form their numbers using various materials, such as playdough, yarn, sand in a Ziploc bag (which students can draw on through the bag to create numbers), etc. At each station students will have small numeral cards available to reference. | | | | | |
| **Closing/Summarizing Strategy:**  -Review how to make numbers 0-5, in random order.  -Have students form the numerals using their fingers: in the air, on a partner’s back, on the floor, etc. | | | | | |
| **Differentiation Strategies** | | | | | | |
| **Extension** | | | **Intervention** | | | **Language Development** |
| -In math stations, have larger number cards available for more advanced students to work with.  -During individual time, allow more advanced students to practice writing larger numbers.  -Students can match sets of objects to number cards as well. | | | -During independent practice work individually or in small groups with lower students, practicing counting together, and modeling counting.  -Give students dotted numbers to trace, hand-over-hand writing numerals if necessary. | | | |  | | --- | | -Model the task as many times as needed for the student.  -Review the counting sequence orally.  -Explain the process of forming a numeral step-by-step, going through each stroke, referring back to the songs. Orally go through each number one-on-one, having the students repeat after the teacher model. | |
| **Assessment(s):**  -After students have written their numbers on their white boards, they will hold them up for the teacher to assess.  -Teachers will observe journal writing to assess ability. | | | | | | |
| **Teacher Reflection:** (Next steps?) | | | | | | |

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| **Teacher:** | | | **Grade: K** | | | **Date(s)**: Day 12 |
| **Unit Title:** Let’s go on a scavenger hunt! | | | | **Corresponding Unit Task:** Task 2 | | |
| **Essential Question(s):**   |  | | --- | | What does a number represent?  Why do we use numerals?  How are numbers arranged?  What are some ways we can find out how many objects are in a group? | | | | | | | |
| **Materials/Resources** | | | | **Essential Vocabulary** | | |
| **Teacher:**  -CDs  -IWB (interactive white board)  -Large number cards 0-10 | | **Student:**  -Math journals  -Pencils  -Manipulatives for stations  -White boards  -Dry erase markers | | | **Count, number, how many** | |
| **Learning Experience** | | | | | | |
| **8 Mathematical Practices:**  1. Make sense of problems and persevere in solving them.  2. Reason abstractly and quantitatively.  3. Construct viable arguments and critique the reasoning of others.  4. Model with mathematics.  5. Use appropriate tools strategically.  6. Attend to precision.  7. Look for and make use of structure.  8. Look for and express regularity in repeated reasoning. | **Common Core State Standards:**  **K.CC.1**  **K.CC.3** | | | | | |
| **I Can Statement(s):**  -I can count to 30.  -I can count sets of objects.  -I can write numerals to 20 to match a given set of objects. | | | | | |
| **Activating Strategy/Hook:** (How will students become cognitively engaged and focused?)  -Sing numeral writing songs from Jack Hartmann’s ‘Math in Motion’ or Dr. Jean’s ‘Totally Math’ CD and practice writing the numerals in the air. (Display large numeral cards to 10 at the front of the room so students have a visual). | | | | | |
| **Teacher Directed:**  -Model writing 6-10 using IWB or dry erase board. | | | | | |
| **Guided Practice:**  -Give students individual white boards, and call out a number (0-10). Have a student volunteer come to the board and point out the number you’ve called, then have students write the number on their white boards. When students have finished, have them hold up their board, facing the teacher, for teachers to check their work. | | | | | |
| **Independent Practice:**  -In math journals, have students practice writing numbers 0-10.  -Students will go to number creation math stations: students will form their numbers using various materials, such as playdough, yarn, sand in a Ziploc bag (which students can draw on through the bag to create numbers), etc. At each station students will have small numeral cards available to reference. | | | | | |
| **Closing/Summarizing Strategy:**  -Review how to make numbers 0-10, in random order.  -Have students form the numerals using their fingers: in the air, on a partner’s back, on the floor, etc. | | | | | |
| **Differentiation Strategies** | | | | | | |
| **Extension** | | | **Intervention** | | | **Language Development** |
| -In math stations, have larger number cards available for more advanced students to work with.  -During individual time, allow more advanced students to practice writing larger numbers.  -Students can match sets of objects to number cards as well. | | | -During independent practice work individually or in small groups with lower students, practicing counting together, and modeling counting.  -Give students dotted numbers to trace, hand-over-hand writing numerals if necessary. | | | |  | | --- | | -Model the task as many times as needed for the student.  -Review the counting sequence orally.  -Explain the process of forming a numeral step-by-step, going through each stroke, referring back to the songs. Orally go through each number one-on-one, having the students repeat after the teacher model. | |
| **Assessment(s):**  -After students have written their numbers on their white boards, they will hold them up for the teacher to assess.  -Teachers will observe journal writing to assess ability. | | | | | | |
| **Teacher Reflection:** (Next steps?) | | | | | | |

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| **Teacher:** | | | **Grade: K** | | | **Date(s)**: Day 13 |
| **Unit Title:** Let’s go on a scavenger hunt! | | | | **Corresponding Unit Task:** Task 2 | | |
| **Essential Question(s):**   |  | | --- | | What does a number represent?  Why do we use numerals?  How are numbers arranged?  What are some ways we can find out how many objects are in a group? | | | | | | | |
| **Materials/Resources** | | | | **Essential Vocabulary** | | |
| **Teacher:**  -CDs  -IWB (interactive white board)  -Large number cards 0-20 | | **Student:**  -Math journals  -Pencils  -Manipulatives for stations  -White boards  -Dry erase markers | | | **Count, number, how many** | |
| **Learning Experience** | | | | | | |
| **8 Mathematical Practices:**  1. Make sense of problems and persevere in solving them.  2. Reason abstractly and quantitatively.  3. Construct viable arguments and critique the reasoning of others.  4. Model with mathematics.  5. Use appropriate tools strategically.  6. Attend to precision.  7. Look for and make use of structure.  8. Look for and express regularity in repeated reasoning. | **Common Core State Standards:**  **K.CC.1**  **K.CC.3** | | | | | |
| **I Can Statement(s):**  -I can count to 30.  -I can count sets of objects.  -I can write numerals to 20 to match a given set of objects. | | | | | |
| **Activating Strategy/Hook:** (How will students become cognitively engaged and focused?)  -Sing numeral writing songs from Jack Hartmann’s ‘Math in Motion’ or Dr. Jean’s ‘Totally Math’ CD and practice writing the numerals in the air. (Display large numeral cards to 10 at the front of the room so students have a visual). | | | | | |
| **Teacher Directed:**  -Model writing 10-15 using IWB or dry erase board. | | | | | |
| **Guided Practice:**  -Give students individual white boards, and call out a number (0-15). Have a student volunteer come to the board and point out the number you’ve called, then have students write the number on their white boards. When students have finished, have them hold up their board, facing the teacher, for teachers to check their work. | | | | | |
| **Independent Practice:**  -In math journals, have students practice writing numbers 0-15.  -Students will go to number creation math stations: students will form their numbers using various materials, such as playdough, yarn, sand in a Ziploc bag (which students can draw on through the bag to create numbers), etc. At each station students will have small numeral cards available to reference. | | | | | |
| **Closing/Summarizing Strategy:**  -Review how to make numbers 0-15, in random order.  -Have students form the numerals using their fingers: in the air, on a partner’s back, on the floor, etc. | | | | | |
| **Differentiation Strategies** | | | | | | |
| **Extension** | | | **Intervention** | | | **Language Development** |
| -In math stations, have larger number cards available for more advanced students to work with.  -During individual time, allow more advanced students to practice writing larger numbers.  -Students can match sets of objects to number cards as well. | | | -During independent practice work individually or in small groups with lower students, practicing counting together, and modeling counting.  -Give students dotted numbers to trace, hand-over-hand writing numerals if necessary. | | | |  | | --- | | -Model the task as many times as needed for the student.  -Review the counting sequence orally.  -Explain the process of forming a numeral step-by-step, going through each stroke, referring back to the songs. Orally go through each number one-on-one, having the students repeat after the teacher model. | |
| **Assessment(s):**  -After students have written their numbers on their white boards, they will hold them up for the teacher to assess.  -Teachers will observe journal writing to assess ability. | | | | | | |
| **Teacher Reflection:** (Next steps?) | | | | | | |

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| **Teacher:** | | | **Grade: K** | | | **Date(s)**: Day 14 |
| **Unit Title:** Let’s go on a scavenger hunt! | | | | **Corresponding Unit Task:** Task 2 | | |
| **Essential Question(s):**   |  | | --- | | What does a number represent?  Why do we use numerals?  How are numbers arranged?  What are some ways we can find out how many objects are in a group? | | | | | | | |
| **Materials/Resources** | | | | **Essential Vocabulary** | | |
| **Teacher:**  -CDs  -IWB (interactive white board)  -Large number cards 0-20 | | **Student:**  -Math journals  -Pencils  -Manipulatives for stations  -White boards  -Dry erase markers | | | **Count, number, how many** | |
| **Learning Experience** | | | | | | |
| **8 Mathematical Practices:**  1. Make sense of problems and persevere in solving them.  2. Reason abstractly and quantitatively.  3. Construct viable arguments and critique the reasoning of others.  4. Model with mathematics.  5. Use appropriate tools strategically.  6. Attend to precision.  7. Look for and make use of structure.  8. Look for and express regularity in repeated reasoning. | **Common Core State Standards:**  **K.CC.1**  **K.CC.3** | | | | | |
| **I Can Statement(s):**  -I can count to 30.  -I can count sets of objects.  -I can write numerals to 20 to match a given set of objects. | | | | | |
| **Activating Strategy/Hook:** (How will students become cognitively engaged and focused?)  -Sing numeral writing songs from Jack Hartmann’s ‘Math in Motion’ or Dr. Jean’s ‘Totally Math’ CD and practice writing the numerals in the air. (Display large numeral cards to 10 at the front of the room so students have a visual). | | | | | |
| **Teacher Directed:**  -Model writing 16-20 using IWB or dry erase board. | | | | | |
| **Guided Practice:**  -Give students individual white boards, and call out a number (0-20). Have a student volunteer come to the board and point out the number you’ve called, then have students write the number on their white boards. When students have finished, have them hold up their board, facing the teacher, for teachers to check their work. | | | | | |
| **Independent Practice:**  -In math journals, have students practice writing numbers 0-20.  -Students will go to number creation math stations: students will form their numbers using various materials, such as playdough, yarn, sand in a Ziploc bag (which students can draw on through the bag to create numbers), etc. At each station students will have small numeral cards available to reference. | | | | | |
| **Closing/Summarizing Strategy:**  -Review how to make numbers 0-20, in random order.  -Have students form the numerals using their fingers: in the air, on a partner’s back, on the floor, etc. | | | | | |
| **Differentiation Strategies** | | | | | | |
| **Extension** | | | **Intervention** | | | **Language Development** |
| -In math stations, have larger number cards available for more advanced students to work with.  -During individual time, allow more advanced students to practice writing larger numbers.  -Students can match sets of objects to number cards as well. | | | -During independent practice work individually or in small groups with lower students, practicing counting together, and modeling counting.  -Give students dotted numbers to trace, hand-over-hand writing numerals if necessary. | | | |  | | --- | | -Model the task as many times as needed for the student.  -Review the counting sequence orally.  -Explain the process of forming a numeral step-by-step, going through each stroke, referring back to the songs. Orally go through each number one-on-one, having the students repeat after the teacher model. | |
| **Assessment(s):**  -After students have written their numbers on their white boards, they will hold them up for the teacher to assess.  -Teachers will observe journal writing to assess ability. | | | | | | |
| **Teacher Reflection:** (Next steps?) | | | | | | |

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| **Teacher:** | | | **Grade: K** | | | **Date(s)**: Day 15 |
| **Unit Title:** Let’s go on a scavenger hunt! | | | | **Corresponding Unit Task:** Task 2 | | |
| **Essential Question(s):**   |  | | --- | | What does a number represent?  Why do we use numerals?  How are numbers arranged?  What are some ways we can find out how many objects are in a group? | | | | | | | |
| **Materials/Resources** | | | | **Essential Vocabulary** | | |
| **Teacher:**  -CDs  -IWB (interactive white board)  -Large number cards 0-20  -Assessment materials | | **Student:**  -Manipulatives for stations  -White boards  -Dry erase markers | | | **Count, number, how many** | |
| **Learning Experience** | | | | | | |
| **8 Mathematical Practices:**  1. Make sense of problems and persevere in solving them.  2. Reason abstractly and quantitatively.  3. Construct viable arguments and critique the reasoning of others.  4. Model with mathematics.  5. Use appropriate tools strategically.  6. Attend to precision.  7. Look for and make use of structure.  8. Look for and express regularity in repeated reasoning. | **Common Core State Standards:**  **K.CC.1**  **K.CC.3** | | | | | |
| **I Can Statement(s):**  -I can count to 30.  -I can count sets of objects.  -I can write numerals to 20 to match a given set of objects. | | | | | |
| **Activating Strategy/Hook:** (How will students become cognitively engaged and focused?)  -Sing numeral writing songs from Jack Hartmann’s ‘Math in Motion’ or Dr. Jean’s ‘Totally Math’ CD and practice writing the numerals in the air. (Display large numeral cards to 10 at the front of the room so students have a visual). | | | | | |
| **Teacher Directed:**  -Demonstrate writing numerals 1-20 sequentially on the IWB. Emphasize strokes, using spacing between numerals, writing neatly and in rows, etc. | | | | | |
| **Guided Practice:**  -Give students individual white boards, and have students practice writing 1-20 sequentially. When they have finished, have them check their work with a partner. | | | | | |
| **Independent Practice:**  -Students will go to number creation math stations: students will form their numbers using various materials, such as playdough, yarn, sand in a Ziploc bag (which students can draw on through the bag to create numbers), etc. At each station students will have small numeral cards available to reference. | | | | | |
| **Closing/Summarizing Strategy:**  -Review how to make numbers 0-20, in random order.  -Have students form the numerals using their fingers: in the air, on a partner’s back, on the floor, etc. | | | | | |
| **Differentiation Strategies** | | | | | | |
| **Extension** | | | **Intervention** | | | **Language Development** |
| -In math stations, have larger number cards available for more advanced students to work with.  -During individual time, allow more advanced students to practice writing larger numbers.  -Students can match sets of objects to number cards as well. | | | -During independent practice work individually or in small groups with lower students, practicing counting together, and modeling counting.  -Give students dotted numbers to trace, hand-over-hand writing numerals if necessary. | | | |  | | --- | | -Model the task as many times as needed for the student.  -Review the counting sequence orally.  -Explain the process of forming a numeral step-by-step, going through each stroke, referring back to the songs. Orally go through each number one-on-one, having the students repeat after the teacher model. | |
| **Assessment(s):**  -While students are in math stations, call students over individually to complete Task 2. | | | | | | |
| **Teacher Reflection:** (Next steps?) | | | | | | |